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UNITED STATES

HISTORY WORK

FOR THE GRADES

AND

TOPICAL OUTLINES.

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See last page for a List of Books for Reference.

UNITED STATES HISTORY WORK

FOR THE GRADES

ADAPTED FROM

THE PATHFINDER

LEE & SHEPARD

AND

TOPICAL OUTLINES.

HAMILTON KING, A. M.,
OLIVET, MICHIGAN.

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FIRST AND SECOND GRADE WORK.

ONE-HALF HOUR A WEEK.

In the first and second years simple anecdotes should be read or told to to the pupils. As the main thing to be kept in mind here is to *interest* the children, these anecdotes should deal, for the most part, with that which is extraordinary or full of adventure.

Please note that no mention is to be made of time or place, as chronology and geography belong to a later stage. Nor is it desirable that all of the characters or incidents be taken up in regular order.

Children of the age we have in mind can have only the most rudimentary ideas of time and place relations. Of course it is easy to tell them the date of any event, and teach them to associate the idea with it. But 1492, 1607, and 1620 are altogether without meaning, because the child can know nothing of the ideas here symbolized. "Yesterday," "last night," "last year," appeal to him; but the expression "one hundred years ago" is as meaningless as the inscriptions on the Babylonian monuments. These stories and incidents may be taken up in chronological order, if the teacher prefers. Such a course can do the children no harm. But their little brains should not be forced to puzzle over dates.

The object should be to enliven the *interest* of the children by making as vivid as possible characteristic incidents in the lives of those who have found a worthy place in the annals of their time. Children at this stage take in far more than they can tell; so do mature minds when dealing with the highest and noblest in literature.

If the child is more interested in the early life of Abraham Lincoln than in the romantic adventures of Columbus or Pizarro, begin there. If he enjoys the simple stories of Barbara Frietchie and Eddy the drummer-boy, more than the recital of Paul Revere's ride, by all means yield to his preference. But let the work be done as carefully, as systematically, as faithfully, as the work in reading and number. Of course it will have to take the form of language lessons, in which for a long time the teacher will do nearly all the talking. Little should be expected from the children at first, but they will grow rapidly, and will in time give back nearly all they hear.

Many of the stories should be told, some should be read. The book, if well selected, will tell the story in language very different from that which the teacher uses, and it is important that the children should soon begin to be made acquainted with such literary form of expression.

We wish to caution teachers, however, against doing very much of this reading during the first two years. By far the greater number of anecdotes and incidents should be told. Everything will depend, too, upon the *way* in which the telling is done. The teacher herself must feel a deep interest if she would arouse any enthusiasm among her pupils. The pupils readily catch the spirit of an earnest teacher in this as in every other subject.

Manners and customs should find a prominent place, because in this way history is made vivid and picturesque. Nothing will stimulate the imagination more nor give a richer setting for sterner facts than an acquaintance with the life and society of earlier times. The children should be led to associate, in imagination, with the stern New England Puritan, with his intolerent, but self-sacrificing spirit, the jolly old Dutchman, taking life easily and smoking his social pipe, and the extravagant and hospitable Virginian, lording it over a hundred slaves on a vast plantation. Lead the pupil vividly to imagine the houses and furniture of these men; what they ate and drank; how they dressed; how they travelled; their churches and church services; their wedding and funeral customs; and so on. These things will clothe skeleton facts with life and color.

VERY FREE USE OF PICTURES during these first two years, and in the subsequent grades also, is enthusiastically recommended, since frequently an excellent picture expresses more than pages of printed description. Eggleston's histories, it is well known, are unrivaled in this field, especially when manners and social life are considered. Certainly as an aid in language teaching, were we thinking only of pure language, nothing could give more satisfactory results.

A single half hour a week will be ample time to devote to this line of work in the primary grades.

During these grades tell stories about the following topics:—The Boy Columbus; Columbus and Isabella; The Voyage; The People of the Island; Balboa; De Leon; Cortez and Montezuma; Pizarro and the Incas; De Soto; Americus Vespucius; Sir Francis Drake; Sir Walter Raleigh; Henry Hudson; John Smith; Pocahontas; The Pilgrims; William Penn; Story of Samoset; Massasoit; George Washington; Israel Putnam; The Boston Boys and the British Soldiers; Benjamin Franklin; Paul Revere's Ride; A Brave Little Girl who befriended the Sufferers in Boston; Nathan Hale; LaFayette; Lydia Darrah; Molly Pitcher; Arnold and Andre; Nancy Harst; Robert Fulton; John Brown; Abraham Liucoln; Eddy the Drummer-Boy at Donelson; Barbara Frietchie; John Burns and Jenny Wade at Gettysburg.

To help the teacher in this story work *detailed references* are given on

page six which are especially adapted to younger pupils of the first, second, and third grades.

However for the first two years Monroe's Story of Our Country, Pratt's American History Stories, and Eggleston's First Book in American History will furnish nearly all that is really necessary for the work, which will prove by no means difficult to any average teacher. Teachers who have not these books for reference can use any material at hand.

COMMIT TO MEMORY and learn something about the poem,
America, Rev. S. F. Smith.

Children will naturally take more interest in the great historical events on their anniversary days than at any other time. Let the entire school join in observing the following national anniversaries during the year, but hold each grade responsible for the exercises of at least one of these days:

1732—Feb. 22, Washington's Birth Day.
1809—Feb. 12, Lincoln's Birth Day.
May 30, Decoration Day.
1777—June 14, National Flag Adopted—"Flag Day."
1787—Sept. 17, Adoption of U. S. Constitution.
1492—Oct. 12, Discovery of America.
1620—Dec. 21, Landing of the Pilgrims—"Forefathers' Day."

DETAILED REFERENCES.

These references may be used for other years also. We put them here because most of them are specially adapted to younger pupils.

Monroe's Story of Our Country.—Columbus, pp. 9–29; John and Sebastian Cabot, pp. 37–46; Sir Walter Raleigh, pp. 46–55; John Smith, pp. 55–68; Pocahontas, pp. 68–79; The Pilgrims, pp. 79–97; Roger Williams, pp. 129–142; Benjamin Franklin, pp. 147–157; Driven into exile, pp. 167–127; Washington's Boyhood, pp. 179–185; Stirring times in Boston, pp. 193–200; Arnold, the Traitor, pp. 252–259.

American History Stories. Volume I.—The Boy Columbus, pp. 13–15; Columbus and Isabella, pp. 19–22; Voyage of Columbus, pp. 22, 23; The People Columbus found, p. 24 (Indians. Tell about them. See Eggleston's History for pictures); Sad Days in Life of Columbus, p. 25; Story of Balboa, pp. 42, 43; John Smith and Pocahontas, pp. 48–52; The Pilgrims, pp. 57–63; Samoset, pp. 122–124; William Penn, pp. 93–99; Farmer Dustin, pp. 139–141.

American History Stories. Volume II.—The Boston Boys. pp. 19–22; A Brave Little Girl, pp. 23, 24; Paul Revere's Ride, pp. 41–44; "Free and Equal," pp. 87, 88; Story of Lydia Darrah, pp. 89, 90; Tne Fox of the Southern Swamp, pp. 108–110; Putnam and the Wolf, pp. 116, 117; Nancy Hart, pp. 146, 147.

American History Stories. Volume III.—Fulton's Steamboat, pp. 31–33; The American Army of Two, pp. 50–54; John Brown, pp. 131–137.

American History Stories. Volume IV.—Abraham Lincoln, pp. 5–12; Young Col. Ellsworth, pp. 29, 30; Eddie, the Drummer Boy, pp. 44–47; A Brave Boy at Fort Henry, pp. 59, 60; A Plucky Boy at Fort Donelson, pp. 63, 64; The Mock Funeral, pp. 95–98; Sharpshooters, pp. 98–100; Joe Parsons, pp. 102, 103; The Home Aids of the War Picture, pp. 103–110; John Burns; Jenny Wade, pp. 130, 131.

Eggleston's First Book in American History.—Columbus, pp. 1–17;

John Smith, pp. 23–34; Story of Pocahontas, pp. 35–40; Hudson, pp. 42–49; Myles Standish, pp. 49–53; William Penn, pp. 59–66; Boyhood of Franklin, pp. 86–89; Young George Washington, pp. 102–108; Daniel Boone, pp. 134–140; Morse and the Telegrah, pp. 161–170; Early Life of Abraham Lincoln, pp. 171–176.

Blaisdell's Stories of the Civil War.—The Death of Col. Ellsworth, pp. 25–27; Little Eddie, the Drummer Boy, pp. 36–41; A Thrilling Experience in a Balloon, pp. 47–53; How a Boy Helped McClellan, pp. 62–67; Old Abe, The Soldier Bird, pp. 68–73; A Boy's Experience at the Battle of Fredericksburg, pp. 74–81; Two Scouts who had Nerves of Steel, pp. 113–119; The Message of Life, pp. 129–137; The Perils of a Spy's Life, pp. 146–152; The Horrors of Andersonville Prison, pp. 158–163; The Hero-War, pp. 169–177; Barter and trade in Andersonville Prison, pp. 178–181; Bread cast upon the Waters, pp. 182–186; Running the Blockade, pp. 197–207; Boys in the late War, pp. 208–215; How they lived in the South during the War, pp. 216–221; Foes become Friends, pp. 222–229.

Lee and Shepard's The Boston Tea Party.—Story of throwing overboard the Tea, pp. 13–18; The Skirmish at Lexington, pp. 22–28; The Fight at Concord, pp. 29–43; Fifer's Story of Battle of Saratoga, pp. 44–46; Arnold's Expedition against Quebec, pp. 47–67; The Green Mountain Boys at Ticonderoga, pp. 68–75; Gen. Putnam's Ride down the Precipice, pp. 67–79; Gen. Stark and the Battle of Bennington, pp. 80–97; Gen. Sullivan saved by his Wife, pp. 98–107; Washington's Escape from Capture, pp. 114–125; The Cruelty of Tarleton, pp. 126–134; The Mutiny at Morristown, pp. 155–173; The Battle of Bunker Hill, pp. 174–182.

Johonnot's Grandfather's Stories.—The Boston Boys, pp. 69, 70; Washington and the horse, pp. 71–74; Our Grandmothers at School, pp. 74–81; The Boston Tea Party, pp. 81–85; Rebecca, the Drummer, pp. 88–97; Daniel Webster as a Boy, pp. 97–100.

Johonnot's Stories of Heoric Deeds.—Columbus and the Eclipse, pp. 25–27; The Pequots, pp. 27–29; The Story of Mrs. Dustin, pp. 31–34; Frances Slocum, pp. 39–43; Obed's Pumpkins, pp, 43–50; The Gaspe, pp. 50–53; Ethan Allen, pp. 53, 54; Gen. Prescott, pp. 56–58; Prescott and the Yankee Boy, pp. 58–62; The Daring of Paul Jones, pp. 66–71; Lydia Darrah, pp. 77–80; The Tory's Horse, pp. 83–87; Gen. Schuyler, pp. 87–92; Story of Franklin's Kite, pp. 123–126.

Johonnot's Stories of Our Country.—Ponce de Leon, pp. 7–9; De Soto, pp. 9–15; John Smith and Pocahontas, pp. 15–24; Henry Hudson, pp. 24–29; Massasoit, pp. 29–32; Roger Williams, pp. 32–37; King Philip, pp. 37–44; The Three Regicides, pp 48–52; The Charter Oak, pp. 60–64; The Acadian Exiles, pp. 66–72; William Penn and the Indians, pp. 72–77; George Washington, pp. 85–94; Patrick Henry, pp. 94–98; Israel Putnam, pp. 98–108;

The Youth of Franklin, pp. 108–115; John Paul Jones, pp. 115–123; Gen. Marion, pp. 126–131; Ethan Allen and Ticonderoga, pp. 135–140; Valley Forge, pp. 140–146; Arnold and Andre, pp. 155–160; Champe, pp. 160–166; Perry and Lake Erie, pp. 177–187; The Star-Spangled Banner, pp. 187–192; Battle of New Orleans, pp. 192–199.

Moore's Pilgrims and Puritans.—Indian Customs, pp. 7–17; The Pilgrims at Scrooby and Holland, pp. 20–25; Voyage to America and Settlement of Plymouth, pp, 26–49; Reception of Pilgrims by Indians, pp. 50–66 and 70–76; The First Thanksgiving, pp. 66–70; Massasoit's Illness, pp. 76–82; Boston in England, pp. 92–98; The First White Settler of Boston, pp. 99–110; Governor Winthrop and his Puritan Followers in England and Boston, pp. 115–152.

Hale's Stories of Discovery.—Columbus's First Voyage, pp. 7–24; The Discoveries and Voyages of Vasco Da Gama, pp. 34–59; Magellan and the Pacific, pp. 59–86; Sir Francis Drake, pp. 86–107; The first settlement in Jamestown, pp. 131–136; John Smith and Pocahontas, pp. 136–146; Trapper's Life, pp. 223–227; A Herd of Buffalo on the Prairie, pp. 227, 228 and 248–250; A House of the Aztecs, pp. 250, 251.

THIRD GRADE WORK.

TWO HALF-HOUR PERIODS A WEEK.

In the third year the work may rightly begin to take on a wider scope. We can now, in a very simple way of course, begin to touch upon great movements, still stripped of geography snd chronology; but in the main we must confine onrselves to *biogruphy*, for it is the *human element* that, in the boy as well as in the man, awakens interest. In the selection of topics, however, a little more method should be used than in the first two years. We recommend that from this point on to the time when the text-book is reached the topics be divided into five groups, and that these topics be taken up in chronological order. The following are the GROUPS we have selected:—

1. Explorers and Discoverers.
2. Colonization or Settlement.
3. The Last French War and the Revolution.
4. The Republic from 1789 to 1820.
5. The Republic from 1820 to 1865.

Something should be done with *each* one of these five GROUPS every year, in order that the boy who leaves school early in life may learn at least a little about each of the leading epochs of our national history. If the teacher prefers, he may select only one or two topics from each group, since these will easily serve as types for all the rest. Bearing in mind constantly that those topics are to be preferred that will kindle the most enthusiasm. The aim should be so to *interest* the children that they will in time be eager to *read for themselves* more about the period than they may have in hand. The result, with the average boy, will be highly satisfactory, for he will develop an appetite for biography, history, and books of travel, and will unconsciously store away moral strength for a future day of usefulness. There is no doubt that the topics can be treated so simply that children will thoroughly understand and enjoy them. *No attempt at anything more than the most sketchy work should be thought of.* A few seeds lodged in the children's hearts will bring forth much fruit in later years.

During the third grade tell stories in a simple way about the following topics:—

GROUP I. *Explorers and Discoverers.*

Columbus; Americus Vespucius; De Leon; Balboa; Cortez and Montezuma; Pizarro and the Incas; De Soto and the Mississippi; The Cabots; Drake; Raleigh and Queen Elizabeth; Gosnold; Champlain; Marquette; La Salle; Henry Hudson.

GROUP II. *Colonization.*

John Smith; Pocahontas; The Mayflower and the Pilgrims; Myles Standish; Roger Williams; William Penn; The settlement of Connecticut; The Pequot War; King Philip's War; The Indians: The Dutch and New Amsterdam; Importation of Slaves.

GROUP III. *The Last French War and the Revolution.*

Anecdotes of Last French War; Story of Washington's Journey to the French Forts; The Acadians; Braddock's Defeat; Wolf and Montcalm; Patrick Henry; Boston Tea Party; Paul Revere; Battles of Concord and Lexington; Joseph Warren; Battle of Bunker Hill; La Fayette; Valley Forge; Marion the Swamp Fox; Israel Putnam; Benjamin Franklin and the Lightning Rod; Arnold the Traitor and Andre the Spy.

GROUP IV. *The Republic from 1789 to 1820.*

Eli Whitney and the Cotton-gin; Daniel Boone and the Indians; Thomas Jefferson; Fulton and the Steamboat.

GROUP V. *The Republic from 1820 to 1865*

The Railroad; Morse and the Telegraph; The story of Slavery; John Brown; Abraham Lincoln; Anecdotes of the Civil War (especially those that cultivate a patriotic spirit and show how the "The Boys in Blue" suffered).

Teach these dates thoroughly: 1492, 1607, 1620.

To help the teacher in this story work detailed references are continued through this grade and may be found on page six with those for grades one and two.

COMMIT TO MEMORY and learn something about the poems,

Barbara Frietchie, J. G. Whittier.

The Landing of the Pilgrims, Mrs. Felicia Hemans.

Use pictures as in grades one and two.

For the observation of national anniversaries, consult the work for grades one and two.

FOURTH GRADE WORK.

TWO HALF-HOUR PERIODS A WEEK BESIDES SUCH SUPPLEMENTARY READING AS CAN BE DONE.

In the fourth year GEOGRAPAY should be begun. The method of topic grouping for the fourth year will be better understood, perhaps, by a reference to GROUP II, which deals with colonization. The thirteen colonies naturally divide themselves into three sections, the New England, the Middle, and the Southern. Massachusetts is selected to represent the New England group, Virginia to represent the Southern, and Pennsylvania or New York to represent the Middle Colonies. When the pupil gets a fairly good idea of colonial life in any one of these representative colonies, he will have an intelligent notion of the section itself. To the possible objection that there will not be time at this stage to learn something about each one of these typical colonies, it is suggested that two only be taken up, and if there is not sufficient time to lear something of two, touch upon one only. *The thing insisted upon* here is that in every year the boy shall learn something about *colonization*, and whether he takes one type for a given group, or more than one, is immaterial. That will be a question for the teacher to decide in each case. That which most truly succeeds in stimulating a desire to know, and in arousing the keenest interest, will determine for the teacher the right plan to follow.

Since the course here marked out assumes *that the children are six years old when they enter upon it*, they are in their tenth year when the fourth year work is begun, and they will absorb these live facts with eagerness and rapidity. They are not prepared to dig deep into the logic of historic development, but they are prepared to skim over the surface and cull out material here and there which will be invaluable to them in later years when the relation of cause and effect has for them a distinct meaning. Our purpose is to give them a few interesting facts about a great many things. What they learn under the best teachers is very little compared with what they will acquire by their own reading, if once they learn to read for themselves. Whatever is most conducive to such an

end is most serviceable to them; for it cannot be too strongly emphasized that it is not cramming indiscriminate facts into children's memories that develops strong intellectual and moral fibre. The spiritual must grow with the intellectual. The real teacher is one who can inspire as well as instruct, and he can find no better test of his skill than is to be found in this historical work

Throughout the fourth grade tell stories, talk in a simple way and read about the following topics:—

GROUP I. *Explorers and Discoverers.*

Same as third year except that the settlement of St. Augustine is added.

GROUP II. *Colonization.*

a. Virginia—

John Smith and his Explorations; The Starving time and the Coming of Lord Delaware; Bacon's Rebellion and Governor Berkeley.

b. Massachusetts—

The Pilgrims, their sufferings and Early Experiences; Myles Standish; Roger Williams; King Philip's War; Salem Witchcraft.

c. Middle Colonies—

New York; Early Settlement; Patroons; Peter Stuyvesant; Dutch Manners and Customs; Pennsylvania: centre everything about William Penn.

d. Pupil's own State.

Settlement of Detroit; Pontiac's Conspiracy; The Jesuits; Marquette and Ignace; any interesting facts connected with the history of the town in which the school is located; Manners and customs prominent.

GROUP III. *The Last French War and the Revolution.*

Washington in the last French War and the Revolution; Braddock's Defeat; Wolf at Quebec; Patrick Henry and the Stamp Act; Boston Tea Party; Samuel Adams and the Boston Massacre; Paul Revere and Concord and Lexington; Joseph Warren and Bunker Hill; Israel Putnam; Nathan Hale; Washington at Trenton and Valley Forge; La Fayette and aid from France; Benjamin Franklin; Burgoyne's Surrender; Marion and the Partisans; Arnold and Andre; Surrender of Cornwallis; Manners and Customs prominent.

GROUP IV. *Republic Form 1789 to 1820.*

Eli Whitney and the Cotton-Gin; Thomas Jefferson; Boone and the Kentucky Indians; Burr and Hamilton; Expedition of Lewis and Clarke; Fulton and the Steamboat; Impressment of American Seamen by England, Perry's Victory.

GROUP. V. *Republic from 1820 to 1865.*

The Story of the Railroad; The Story of Slavery; Prudence Crandall; William Lloyd Garrison; Morse and the Telegrap; Discovery of Gold in California; Underground Railroad; John Brown's Raid; Abraham Lincoln; Incidents of the Civil War.

Teach these dates thoroughly:—

1492, 1607, 1620.

1775, 1789, 1861–65.

Add one or two dates in the History of Michigan.

Supplementary Reading.

Much of this work can be well done in the reading class. Dodge's Stories of American History, or Pratt's American History Stories, may be introduced in the fourth year of the course here outlined. As the four little volumes of Pratt's are not graded, any of them may be used when they are introduced. It would suit our plan much better, however, could parts of each volume be read during any year they may be used, because each volume deals with a different period. Vol. I. covers discoveries and explorations (Group I in our outline), colonization (Group II), and goes to the end of the Last French War. Vol. II begins with the Revolution and goes to the formation of the Constitution, leaving the Republic to be discussed in thd remaining two volumes. Now, if these four volumes were in one, the teacher could combine language and reading so as to make the two bear upon the historical work of the same period. Pratt's American History Stories can be used in the fifth year also, and the same may be said of Dodge's Stories of American History.

If the objection is raised that there is not time to do all this in our reading classes, the answer is twofold. In the first place, it will be easy to carry out this plan without reading all of these books in the reading class. In the second, there will be plenty of time for this reading and much more that is equally valuable from many standpoints, if the modern school reader is laid upon the shelf, there to enjoy a long and well-earned rest. The time is coming when the commonplace, fragmentary reader must give place to something that has more merit.

Geography and History.

From the beginning of the fourth year every event should be located on the map. As the growth of history is largely the result of geographical conditions, it is important that children shall early begin to cultivate the habit of associating every fact of history with its peculiar physical environment. Constaut reference should therefore be made to the map until the pupils never think of reading history without having before them a map. This

habit will be of invaluable service to them, as it will help to make their knowledge definite and vivid. At the outset, of course, the teacher will have to point out all the places on a large map hanging before the pupils, but later the pupils will use their own maps, aided, if necessary, by the large map. Suppose the children are talking with their teacher about Columbus. Let us see how much geography may serve them. Genoa, his birthplace; the Mediterranean on which he sailed when a boy; Portugal, which he reached by vessel (trace probable course of vessel); Africa, along the coast of which he sailed after leaving Portugal; England, to the north of which he then sailed; Spain he afterward visited. The Canary Islands, the Atlantic Ocean, San Salvador, Cuba, and the West Indies serve to outline his first voyage of discovery. So we might go on sailing in imagination with the daring, heroic discoverer until cruel injustice stopped him in his remarkable career.

Make simple outline maps on the board.

COMMIT TO MEMORY and learn something about the poems,
Hail Columbia, Judge Joseph Hopkins.
Paul Revere's Ride, H. W. Longfellow.

For the observation of the National anniversaries consult the work for grades one and two.

Supplementary Reading.

Dodge's Stories of American History.
Lee & Shepard, Boston, $0.30.
Pratt's American History Stories.
Educational Pub. Co., Boston, 4 vols. $0.36 a volume.

FIFTH GRADE WORK.

TWO HALF-HOUR PERIODS WITH SUCH WORK AS CAN BE DONE IN SUPPLEMENTARY READING AND LANGUAGE LESSONS.

Tell stories, talk, write, and read about the following topics:—

GROUP I. *Explorers and Discoverers.*

Same as Fourth year.

GROUP II. *Colonization.*

Same as Fourth Year.

GROUP III. *Last French War and the Revolution.*

Same as Fourth Year with the addition of jealously between the States and Shay's Rebellion. Cause and effect should be made more prominent now. For instance, the causes of the Last French War and the Revolution should be clearly brought out. Children at this stage can be led to note that every important event is the logical outcome of what preceded, and is also a determining force in moulding the future,

GROUP IV. *The Republic from 1789 to 1820.*

Same as Fourth Year with the addition of the Prairie Schooner, or Western Emigration.

GROUP V. *The Republic from 1820 to 1865.*

Same as Fourth Year with the addition of the following: The Assault on Charles Sumner by Preston S. Brooks; What caused the Civil War; Fort Sumter; The Mob in Baltimore; Prison Life in the Civil War; Lee's Surrender; Flight and Capture of Jefferson Davis; Assassination of Abraham Lincoln.

Teach these dates thoroughly:—

1492, 1607, 1620, 1733,
1775–'83, 1789, 1803,
1812–14, 1848, 1861–65.

Add one or two dates in the History of Michigan.

Remember that Geography and History should go hand in hand; therefore let the maps remain before the pupils during every lesson.

Language and History.

One great reason why children do not talk or write better in an average language lesson is that they have but little to say. Here the teacher is probably at fault. Her duty is unfulfilled if the boy is not full of his subject before attempting to express his thoughts. Give a subject in which he has a genuine interest it will be easy enough so to stimulate ideas that he will be willing, not to say eager, to express them. The work in history here outlined will easily give the desired stimulus.

Suppose the children are reading and talking about Putnam. The reading lesson should be talked over until the children are sure of a number of interesting facts. Let them ask ten questions or make ten statements about Putnam. If the special object is to lead them to write short sentences without the use of superfluous "ands," they may be directed to ask ten questions and write the answers to them. Then they may be required to read the answers in such order as to make a connected narrative. Very soon the written questions may be omitted and in their place mental questions—questions the children think out before they write the answers in consecutive statements—may be substituted. This kind of lesson, if thoroughly taught for a few times, will yield large returns. It requires considerable mental effort on the part of a child to write short sentences rather than to move glibly on with many "ands," "buts," and other connectives without periods. He needs special help here. At first his sentences will not be well connected, but that is not a serious matter. The facility and fluency naturally arising from constant practice will furnish the needed correction.

This and every other written exercise, however, especially with children in intermediate and lower grammar grades, will be far more successful if preceded by much oral work. The facts should all be brought out in conversation lessons and made perfectly clear to the pupil before he is expected to write about them. This has been said substantially in the preceding paragraph, but is purposely repeated in order to lay special stress upon the importance of more oral language than is usually found in the average school. Many teachers, feeling hurried by the demands of a crowded curriculm, hastily give the children a few dim and misty notions and then proceed with a language lesson. A few bright children who easily catch ideas on the fly, and a very few naturally fluent children who can be rather glib, without ideas, talk. The other pupils sit in their seats dum and listless, or else rise in their places only to stammer and stumble or utterly fail. The teacher is either impatient or discouraged, and possibly finds fault with her apparently careless pupils because they are not more attentive. The same

children, filled with ideas, will be wide awake, prompt, and eager to tell what they are confident they know.

Let us suppose the children are reading with the teacher about the Indians in Higginson's Young Folks' History. Here are the topics that have been used:—

Name—how they look—dwellings—roving habits—strength and endurance—bravery—dress—food—the snow-shoe—the canoe—squaws—training children—money—war dances—bow and arrow and tomahawk—religion—burial.

As the book is read the topics are selected and talked over, the pupils making a list of them in note-books. Whenever they talk about the Indians thereafter these topics are used as a guide. Finally they write, and then each topic has its corresponding paragraph.

Topics for Columbus in Higginson's Young Folks' History of the United States: Birth—early life—what people believed about the shape of the earth—what caused Columbus to believe that he should find India by sailing west—efforts to secure aid—success with Isabella—story of the Queen's confessor—sailing for India—fears of the sailors—signs of land—landing on San Salvador—visits other islands and returns to Spain—other voyages—what he thought of the land he had discovered—death and burial.

COMMIT TO MEORY and learn something about the poems,
Independance Bell,
The Star Spangled Banner, Francis Scott Key.

For the observation of anniversaries consult work for grades one and two.

Supplementary Reading.

Dodge's Stories of American History, $0.30.
Pratt's American History Stories, 4 vols., $0.36 a volume.
Eggleston's first Book in American History,
American Book Co., Chicago, $0.60.

SIXTH GRADE WORK.

TWO HALF HOUR PERIODS WITH SUCH WORK AS CAN BE DONE IN READING AND LANGUAGE WORK.

Tell stories, talk, write and read about the following topics:—

GROUP I. *Explorers and Discoverers.*
Same as Fifth Year.

GROUP II. *Colonization.*
Same as Fifth Year.

GROUP III. *Last French War and the Revolution.*
Same as Fifth Year with the addition of the following: Robert Morris; John Adams; Paul Jones; Charles Lee; Gen. Green.

GROUP IV. *The Republic from 1789 to 1820.*
Same as Fifth Year with the addition of the following: Causes of the War of 1812; Tecumseh and the Prophet and Tippecanoe; Constitution and Guerriere; Andrew Jackson and the Battle of New Orleans.

GEOUP V. *The Republic from 1820 to 1865.*
Same as Fifth Year with the addition of the following: Andrew Jackson and Nullification; Webster and the Union; The Mormans; Dr. Whitman and Oregon; The Story of the Seminoles and the Cherokees, Causes of the Mexican War; Mason and Slidell; Bull Run; The Merrimach and the Monitor; Emancipation Proclamation and the Draft; Fall of Vicksburg; Battle of Gettysburg; Sheridan's Ride; Sherman's March to the Sea; Gen. Grant; Gen. Lee; Stonewall Jackson; "*Jeb*" Stuart; Gen. Sherman; Gen. Sheridan; Jefferson Davis.

Dates same as Fifth Year.

COMMIT TO MEMORY and learn something about the poems,
The American Flag, J. Rodmad Drake,
The Battle Hymn of the Republic, Julia Ward Howe.

For the observation of National anniversaries consult the work for grades one and two.

Supplementary Reading.

Scudder's Short History of the U. S.,
Taintor Bros. & Co., N. Y., $0.60.
Gillman's Historical Readers,
Interstate Pub. Co., Boston, 3 vols. $0.36, $0.48, $0.60.
Abernethy's Franklin,
Effingham Maynard & Co., N. Y., $0.60.

SEVENTH GRADE WORK.

This work is arranged for the grades in our schools when they become thoroughly organized. In the present condition of our District schools, the work may well be divided among eight grades instead of seven. Thus this seventh grade makes a good outline for the eighth or last years' work in the District schools, and a most excellent foundation for the study of United States History in the High Schools.

FIVE PERIODS A WEEK. CONSTANT USE OF MAPS AND CHARTS.

The object of the work in the preceding six grades has been to *arouse the student's interest* in and *furnish him with the facts* of history. During these years the *story* has been emphasized throughout; and all attempt at showing the logical relation of the parts has been studiously avoided. While the work has been arranged by groups and topics it should be borne in mind that this arrangement has been solely for the purpose of aiding the *teacher* in the systematic presentation of the work and *not to be brought to the attention of the pupil.*

The object of the work in the seventh grade is to show the *relation* of the parts to the whole, to show the *logical relation* of the facts previously learned, and to teach the pupils to use the *facts* thus accumulated as *factors* in solving the problems of history.

I.

PERIODS OF U. S. HISTORY.

OBJECT:—To get the relation of the parts.

——	1492		Aborigines	Indians Moundbuilders
——	Columbus—	Prehistoric	Norsemen	Leif Ericson, 1000. Old Mill.
1492	1607		Spanish, 1492–1565. English, 1497–1602. French, 1524–Jesuits, 1668. Dutch, 1609.	
Columbus—	Jamestown—	Discovery		
1607	1775		13 Colonies. French and Indian Troubles, 1689–1763.	
Jamestown—	Lexington—	Settlement		
1775	1789		Revolution. Confederation.	
Lexington—	Washington—	Revolutionary		
1789			Slavery and Rebellion. Reconstruction and Freedom.	
Washington—	(?)	—Constitutional		

These give us the Headlands, the Promontories of History which we may clothe more completely as we learn the coast.

Why are these periods so called?

Why are these periods so divided?

Fix the dates 1492, 1607, 1775 and 1789 and the characters and events which these dates mark.

The teacher should be cautioned against attempting anything more than a rather superficial survey of the work in its *logical* order this year. Emphasize the *place* each fact occupies in history and develop it only so far as to fix its *relation* in the sequence of cause and result.

Discourage the indiscriminate memorizing of dates. Only a very few, those pointing out the great landmarks of history, need be learned with exactness. But the chronology of historic development must not be overlooked. The children must not be allowed to study with slovenly ideas of historical sequence, as clearness on this point is absolutely essential to intelligent knowledge of history.

Columbus discovered America in 1492, and about fifty years later De Soto discovered the Mississippi. Between these two dates the Spanish explorers may be found. Ponce De Leon made the first discovery on United

States territory in 1512, and in 1609 Hudson discovered the Hudson River. About how many years are covered by the Discovery Period? 1607–1733 are the extreme dates of colonization. The Revolution, 1775–1783, preceded the critical period, 1781–1789. These important events should have grouped about them events whose dates need not be learned with exactness. For example, we can easily remember that between the close of the Last French War and the outbreak of the Revolution came the Stamp act, the Boston Massacre, the Boston Port Bill; but it is by no means necessary to recall the exact year when these events took place. When was the cotton-gin invented? In Washington's administration is exact enough, when the pupil knows this administration was from 1789 to 1797.

We believe it is well to pass over ground rapidly on advance work, and then review slowly. When children have gone over the field, even though with some haste, they get a better perspective and understand more clearly the bearing of previous upon subsequent events. In this connection we refer to what has been said upon the right use of charts, for the chart has its best use in review work.

II.

PERIOD OF DISCOVERY.

OBJECT:—To learn the territory claimed by each nation.

1492 Columbus (Pinzon, Marco Polo, Iceland). '92 San Salvador. '93 Hayti. '99 S. America. 1502 C. America.

SPANISH
- 1512 De Leon— Florida— Fountain of Youth.
- '13 Balboa— Pacific Ocean— Fugitive from Justice.
- '18 Cortez— Conquered Mexico—Montezeumas.
- 1520 Magellan— Round the World.
- *1541* De Soto— Miss. River, west to Ark. Wealthy from conquest of Peru.
- '43 Cabrillo— Pacific Coast to Oregon.
- '65 Melendez— St. Augustine— Oldest town in U. S. Santa Fe, 1582, next oldest, (Espejo).

ENGLISH
- *1497* Cabots, John and Sebastian—C. Breton and Atlantic coast. 2 Turkeys. 3 Savages.
- 1580 Drake— From India along Pacific cost—San Francisco.
- '84 W. Raleigh sent Amidas and Barlow—Named Virginia (Virgin Queen, Elizabeth).
- 1602 Gosnold— Short Route—Buzzard Bay Settlement.

FRENCH
- *1524* Verrazzani— N. Scotia to Carolinas.
- '34 Cartier— St. Lawrence.
- 1605 De Mont— N. Scotia, Pt. Royal, 1st French Settlement.
- '08 Champlain— Quebec, L. Champlain.
- Jesuits— Marquette, La Salle, etc., (Sault St. Mary), 1668.

DUTCH
- 1609 Hudson— New York.

Note—The cause of this movement towards the New World lay in the general awakening of the Old World:

Printing Press, 1835-58, Guttenburg of Strasburg.
Revival of Learning—1464 Study of Greek in Itlay. 1532 Astronomy.
- Copernicus— Telescope, 1538. Studyof the Bible, Luther 1538, Tyndale 1536.
- Reformation— Huss, Luther, Puritans.
- Persecution— Huss 1415, Cranmer and Puritans 1550, St. Bartholemew 1572.
- Navigation—Spain, Portugal, England, Mercators' Chart 1550. Large trading Cos. in Eng. (Mariner's Compass, already known to Chinese and Arabians, was improved, 1302 by Giova of Naples)

On an outline map made upon paper or the board trace the territory claimed by each nation. Write on this the names of the discoverers in their respective locations and the date of each.

III.

SETTLEMENT PERIOD—1. 1607–1775.

OBJECT:—To secure Religious Freedom, to establish a Representative Government. This is the mission of the New World.

The English claim the Atlantic Coast by Cabot's Discoveries.

THE LONDON CO. in 1606 was given land between 34 degrees and 38 degrees from Atlantic to Pacific.

THE PLYMOUTH CO. in 1606 was given land between 41 degrees and 45 degrees from Atlantic to Pacific.

These colonies were governed by a *Royal Council* in England, a *Royal Council* in the colony and they worshiped in the *English church.*

CAVALIERS were people loyal to the King and to church of England.

PURITANS were people loyal to the King but opposed to the church of England.

PILGIMS were Puritans who for *positive* views on Religious Freedom became Pilgrims, wanderers from native land.

CHARTER COLONY—Government by the *People* of the Colony in accordance with a Charter secured from the King

PROPRIETARY COLNOY.—Government by the *Proprietors* or Stockholders or Owners according to a Charter from the King.

ROYAL COLONY—Governmant by *Royalty*, the King

13	New England—N. H., Mass., R. I., Ct.		4
COLONIES	Middle— N. Y., N. J., Pa., Del.		4
	Southern— Md., Va., N. C., S. C., Ga.		5
	1607 Jamestown—	105 English Emigrants—*Cavaliers.*	
	'10 Famine.		
	1619 Legislative Freedom—Yeardley—		God in Man.
	1619 Negro Slavery—	20—	Selfishness.
	1620 Women—	120 lbs. of Tobacco—	*Home.*
VIRGINIA	1621 First written Constitution in America. Governor, Council, Burgesses, latter having veto power.		
	1622 Massacre.		
	1624 James took away Charter—Royal Gov't.		
	1660 Navigation Act (Charles II). Gives rise to two parties, Aristocrat and People.		
	1676 Bacon's Rebellion.		

Be simple in your conversations with the pupils about the subjects. Assign lessons by topics, not by sections or pages of a text-book. Require the pupils to recite in their own language. While no text-book is relied upon, encourage the pupils to consult histories and to read any books or articles illustrating the period studied.

On an outline map trace the grant of the Plymouth Co. and the London Co.

IV.

SETTLEMENT PERIOD II.

OBJECT:—See Settlement Period I.

VIRGINIA'S CHARTERS

1608 Superior and Inferior Council creatures of the King.
1609 Council chosen by stockholders and officers by council.
1612 Council abolished and stockholders given full power.
1621 Stockholders give Colonists such liberty that Burgesses can veto action of stockholders themselves.

Characters of Va. Jno. Smith, Yeardley, Berkeley, Bacon—Cavaliers.

Plymouth Co's Grant, 1606, lay idle till 1618. Jno. Smith having explored it named it New England, and encouraged the formation of New Co., *Council of Plymouth for Gov't of N. E.* To this Co. James I, gave almost *Unlimited Powers and Liberties.* Why, is not known to this day.

John Robinson and Pilgrims to Amsterdam 1608 attracted by this begin the

COLONY OF MASSACHUSETTS.

1620 Plymouth—Dec. 21 — Pilgrims 102, Jno. Carver (died that winter) Bradford 30 years Governor. Mayflower and Speedwell. Jno. Robinson never in America. 1627 eight Colonists paid $9,000 for *all rights* from the hands of *Proprietors.*

1628 Mass. Bay Colony — Puritans—Bought territory of Co. of Plym., etc. King gave *Charter* to *take* to *America* as evidence of Liberty—Jno. Endicott. Encouraged by this

1630 Boston— — Jon. Winthrop and 300 families come.
1635 Roger William — Free Ballot. Indian's Rights—Baptist Church—Banished to R. I.

'37 Anne Hutchinson— Woman's Rights.

1643 New Eng. Confederacy. Connecticut Plymouth New Haven, Boston. — By ballot of all Freemen. Against Indians, Dutch and French.

Quakers and Witchcraft.

1675 King Philip's War weakens Colonies, hence Navigation Act.
1686 James II., Jealous, took away Charter—*Andros.*
1691 William and Mary gave Royal Charter.

House of Stuart.

1603 James I. An unruly Parliament.
1625 Chas. I, beheaded 1649.
1649 Cromwell, Leader — Commonwealth.
1660 Chas. II, Recalled King.
1685 James II, Catholic, flees to France.
1689 Wm. III and Mary placed on throne.
1702 Anne.
Gt. Britain 1707.

Hanover.

George I, 1714.
George II, 1727.
George III, 1760.

V.

SETTLEMENT PERIOD—III.

OBJECT:—See Settlement Period I and II.

MASSACHUSETT'S CHARTERS	1616 Almost unlimited powers given Proprietors. 1627 Plymouth bought all rights of Proprietors. 1628 Mass. Bay bought territory of Co., and King gave charter to take to America.

Characters of Mass.—Jno. Robinson, Standish, Bradford, Endicott, Jno. Winthrop, Roger Williams, Anne Hutchinson, etc., *Puritans.*

Compare *a.* and *Mass.* in Gov't, Religion, Education and Industries. These are the two colonies to be studied. Trace their influence down to the present time—Slavery, Representative Gov't, Free Ballot, Woman's Rights, Indian's rights, Civil and Religious Liberty.

1607 Virginia's foster colonies.	Maryland (Catholic, Religious war Protestants), North Catholics), and South Carolina (Grand Model of Jno. Locke, Slavery in the Constitution).
1620 Mass. foster colonies.	New Hampshire (Mason), Rhode Island (Roger Williams, First declaration of Liberty of Consicence 1643), Connecticut (Andros, Charter Oak, Wadsworth, 1st Constitution *by the People* in History '30).
New York.	Dutch— Patroons, Stuyvesant, New Amsterdam. English—Duke of York, Conquest, Nichols, Negro Plot.
Pennsylvania, foster colonies—	Quakers—Origin (Jno. Fox), Wm. Penn, Philadelphia. Delaware (Swedes), New Jersey—East and West. Cartaret. Presbyterian—Dividing line between Cavalier and Puritan.
1733 Georgia—	Oglethorpe, Wesley, Whitefield, Moravians. Refuge for Poor, Spanish Claim.

IDEAS THAT MADE FOR SEPARATION IN THE SETTLEMENT PERIOD.

Religious and Political.	Pilgrims. Puritans. Baptists. Quakers. Catholics. Cavaliers. Patroons. Lutherans. Moravians, (United Brethern). Methodists. Presbyterians. Huguenots.	Nationalities.	English. Dutch. Swedes. French. Scotch. Irish. Spanish.	Natural.	Long distances. Rough roads. Unsettled country. No Railroads. No Telegraphs. No Steamboats.

How shall we become a United States?

VI.

SETTLEMENT PERIOD.

ORIGINAL COLONIES — Why the name of each?
Central Idea, religious or civil, of each?
At least one characteristic man of each?

Harvard College, Mass., 1636. William and Mary College, Va., 1673. Any lesson?

At least one characteristic thing of every historical character thus far named. Relation of Jesuits and Indians. Any lesson?

Give historical names and dates thus far for Prehistoric, Discovery and Settlement periods. Why historical?

No man ever wrote *the* History of our country—*one man's idea* of our history. Do your own thinking.

FRENCH AND INDIAN TROUBLES—About 75 years, 1689-1763.

OBJECT:—*To Unite the Colonies—To Anglicize America.*

These seventy years determined the race, language, religion and government of America.

I. KING WILLIAM'S WAR, 1689—7 years.

Cause—James a Catholic exile from England and the Catholics try to depose Wm. III. of England.

Events—Schenectady, Pt. Royal, Nova Scotia (Acadia).

Results—Treaty of Ryswick—Northern Colonies somewhat united.

II. QUEEN ANNE'S WAR, 1702—11 years.

Cause—Europe objects to France putting a French prince on the Spanish throne—"Spanish Succession."

Events—St. Augustine, Spanish claims on S. C. 1704, Acadia (Longfellow's Evangeline).

Treaty of Utrecht.

Results—Southern and Northern Colonies united.—French and Spanish Catholics.

III. KING GEORGE'S WAR, 1745—3 years.

Cause—England helps Maria Theresa regain Austrian Throne against the French—"Austrian Succession."

Events—Louisburg.

Treaty of Aix La Chapelle.

Results—Colonies North and South further united (France and Spain friends).

French and Indian troubles continue till French and Indian War 1754.

VII.

SETTLEMENT PERIOD V.

FRENCH AND INDIAN TROUBLES—75 years.

OBJECT:—To unite Colonies, etc., 1689–1763.

IV. FRENCH AND INDIAN WAR, 1754–1763.

'54–'58 Defeat. Why? Ignorance and want of concerted action.

'58–63 Success. Why? PITT and concerted action.

Causes— National and Religious Antagonism aggravated by recent wars.
Conflict of Territorial claims in Ohio Valley.

Events— Du Quesne (Pittsburg), Braddock—Forbes—WASHINGTON.
Lonisburg (Acadia—Longfellow's Evangeline), London, Amherst, Wolf.
Crown Point and Ticonderoga—Johnson—LYMAN, Amherst,
Niagara—Shirley—Prideaux.
Quebec—Montcalm—Wolfe—(Gray's Elegy).

Why are these *five* the objective points? See map.

Results— Treaty of Paris, 1763.
Determined the language and religion of America,

PREPARATION FOR THE WAR OF 1775.

1. East of Miss. River, English; west Spanish.
2. Sectional jealousies allayed and the colonies united, N. and S.
3. Legislative Bodies, troops raised, supplies voted, taxes by Americans and English.
4. Hence a *Feeling* of *Independence.*
5. Contempt for English army and army officers.
6. Schooling of such Colonial officers as WASHINGTON, Gates, Montgomery, Putnam, Stark, Arnold.

Note—*First War of American Origin*, Ohio Co., '49. War cost $16,000,000—England paid $5,000,000. Trace Washington's 1st journey to Lake Erie. 1762 Spain helped France against England and lost Havanna.

INFLUENCES THAT HAVE MADE FOR UNION IN SETTLEMENT PERIOD,

Objective—
Opposition by Indians—1643. (Confed. of N. E.)
Opposition by French and Indians—1659–1763.
Opposition by Spanish — 1702–'63.
Opposition by English—1775

Subjective.
Common Fugitives.
Desire for Liberty.
Growth of Independence.

Trace on an outline map the territorial claims at the close of the French and Indian War.

VIII.

REVOLUTIONARY PERIOD, 1775–1789.

OBJECT:—Independence from England.

Preparation — Population, 2,000,000 (slave, one-fourth; free, three-fourths). Occupations (N., S., Middle). Domestic life (travelling, mail, money, etc.) Schools, Colleges (Harvard, Yale, Wm. and Mary). Religion, Printing Press.

REVOLUTIONARY WAR, 1775.

From no Taxation without Representation, to no Legislation without Representation.

Causes—Remote—1. Politics and Religion. 2. Geographical situation. 3. Bad rulers—(Andros and Berkeley). 4. Influence of France.

Immediate—1. Navigation Act, 1660. 2. Results of French and Indian War, 1763.

3. *Stamp Act.* Stamp Act Congress—*Prayer for Rights*, (1st. colonial Congress). 1765. (Otis, Henry)
Mutiny Act. Colony must support soldiers who enforce the tax.
Boston Massacre.
Boston Tea Party; hence.

4. *Tax on Tea.* (To prove England's *right* to tax America). Four Intolerable Acts:
a Boston Port Bill—Boston Port closed.
b Mass. Bill—Mass. made Royal government.
c Transportaion Bill—Who resists to the death, must be tried in England.
d Quebec Act—N. of this, E. of Miss. a part of Canada.

1774, 1st. Continental Congress supported Mass. and DECLARED their Rights (yet loyal).

1775.

Events—1. Preliminary—Lexington, April 19 (Concord, Gage, Pitcairn).
2nd Cont. Cong., May 10, Declare *power to protect Rights*, $3,000,000. 20,000 men. Washington Gen.
Ticonderoga—Allen and Arnold.
Bunker Hill, June 19, Gage, Howe, Prescott, Warren.

'76–'77. 2. Washington's Campaign, north-Boston to Phila. discouragements. (N. Y., Trenton, Princeton, Brandywine, Valley Forge).

3. *Independence*, July 4, '76. (*Cont. Cong. Declared Independence from King.*, (Schuyler,

'77. Stark, Gates, Arnold, Burgoyne.

4. SARATOGA Campaign—*Victory*, hence

'78.

5. France acknowledges Independence of U. S.—Howe hurries to N. Y. to English.

6. Greene's Campaign—South—Savannah, Charleston, Sumpter.

7. Yorktown, Oct. 19, '81. Washington. Cornwallis. French fleet and Militia.

Results—Treaty of Paris, '83. Colonial Independence of Government and Territory.

REVIEW OF REVOLUTIONARY WAR.

1775. '77.

North—Defeat—From Lexington to Saratoga (Washington's Retreat). SARATOGA, Oct. 1, '77. Turning point of the war.

South—Success—From Saratoga to Yorktown, Oct. 19, '81 (Greene's Retreat).

On an outline map trace the territorial claims at the close of the Revolutionary War.

IX.

REVIEW.

Why are the following names Historical?

Samuel Adams, Jno. Adams, Geo. Washington, Patrick Henry Thos. Jefferson, Jno. Otis. Benj. Franklin, Governor Morris, Alexdr. Hamilton, Jno. Jay, Jas. Madison, Hancock.
Answer by at least one *Characteristic* fact.

Get some acquaintance (Author, circumstances or content) with the following papers—May Flower Compact; Albany Plan of Union; Declaration of Rights; Declaration of Independance; Articles of Confedration; Ordinance of '87; Constitution of United States.

What of Slavery, Free Schools, Township, Religion at this date?

What have been the Relations of France with America thus far?

What have been the Relations of Spain with America thus far?

What have been the Relations of England with America thus far?

What powers have made for Union thus far?

Give The History of Slavery thus far. What foreign aid did we have in the Revolution?

Name the Historical characters in Order in the Discovery Period? Settlement Period? Revolutionary Period?

Give the Historical dates of same.

Give the Territorial changes in the U. S. Area thus far.

Give the causes for the several wars.

Give the results of the several wars.

By what Discoveres did Spain, make her claims in America? England? France? the Dutch?

What proof have we now that the S. W. was once Spanish and the N. and N. W. was French? that N. Y. was once Dutch?

What were Federalists and Anti Federalists.

Why did not the Portugese make claims in America?

Where did the following churches first find expression? Baptist, Congregationalist, Presbyterian, Methodist, Catholic, Luthern, United Brethren?

Get a clear idea of Puritans and Pilgrims. Trace the territorial changes through which Florida has gone.

X.

PERIOD OF CONFEDERATION.

Note the steps in the developement of our Constitution.

1643. I—New England Confederacy, formed by Ballot of all Free Men against the Indians.
Connecticut, Plymouth, N. Haven, Boston.

1754. II—Albany Plan of Union—Franklin says of it,
"Too much *Prerogative* for America.
Too much *Democracy* for England."
(June 19) (The basis of our Constitution)

1765. III—1st. Colonial or stamp Act Congress—Oct. 7, N. Y.
Prayer for Rights, from Loyal Subjects.

1774. IV—1st. Continental Congress, (Phila. Sept. 5, Oct. 26).
Loylal Subjects—Declare Their Rights.

1775. V—2d. Continental Congress—(May 10, Phila.)
Loyal Subjects—Made Laws to Protect Their Rights against *Parliament*, not the King.

1776. VI—Continental Congress, Phila.—(Colonies declared States.)
July 4—Declared Independence of King and Parliament. (Com. on *Plan of Confederation appointed* who reported in one month).

1777. VII—Continental Congress, Approved "Plan of Confederation" and sent to different State Legislatures for changes and adoption.

1781. VIII—As changed, not signed by delegates of *all colonies* till March 1, '81—Md.—last of all. Causes of delay. *a*. Western bounds, *b*. Slavery. This Congress Begins the Confederation Period Proper.

1786. IX—Annapolis Convention called by Washington because of general diappointment in the Confederation, Five Colonies represented, no results, they adjourned to,

1787. X—Constitutional or Federational Convention—(Phila., —May—Sept. 17.)
12 Colonies represented, Reported Constitution to take effect when nine States ratified it.
Cong. in N. Y. passed *Ordinances of '87*—No slaves in N. W. Territory. The Constitution as reported from the Federal Convention to,

1788. XI—Congress was approved at N. Y., and N. H. the 9th State, ratified it June 1—causes of Delay—*a*. Representation in small States—*b*. Senators—no trade in Slavery after 20 years.

1789. XI—1st. *Constitutional Congress*, called by *Washington* (elected March 4).
(Continental Congresses had no power except what the necessity of Protection gave)

XI.

CONSTITUTIONAL PERIOD—1789.

Men who were a unit on the Declaration of Rights and Independence were divided on the Constitution. They knew *State* Government, they feared anything looking toward a *Head*—hence the country was divided into Federalists and Anti Federalists.

To allay these differences during the first ten years, eleven Amendments were passed, (see these amendments).

THE ADMINISTRATIONS.

I. Geo. Washington—"The Father of his Country," 1789-'97.

1. New Government established—(Ten amendments) At Phila. for 10 years.
2. *National Bank*—Alex. Hamilton.
3. *Cotton Gin*—Eli Whitney.
4. Whiskey Insurrection.
   Jay's Treaty—(War 1812).
5. Foreign Relations—Genet's Mission—French war.
   Treaty with Spain—Miss. River.
6. Vermont, *Kentucky*, *Tennesee*.
   1 2 3

II.* John Adams—"The Firm Federalist," 1797-1801.

1. Quasi War with France—"Millions for defence, not one cent for tribute."
   Hail Columbia.
2. Alien and Sedition Laws—(Issue which elected Jefferson).
3. Seat of Government at Washington, 1800.

III. Thos. Jefferson—"The writer of the Declaration of Independence"—1801-'09—Issue—Federalism—Rebublicanism—Cause—Alien and Sedition laws.

1. Louisiana Purchase—$15,000,000.
2. Lewis and Clark's Expedition.
3. War with Tripoli—Decatur.
4. *Steamboat*—Robert Fulton.
5. Berlin Decree, Milan Decree, Orders in Council.
   Embargo Act, Non Intercourse Act. (Napoleon and Europe, cost Jefferson his office.)
6. Foreign slave trade ceases.
7. Ohio.
   4

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*Adams took Washington's Cabinet.

Republican (Democratic) party born in Washington's Administration.

In first 45 years all presidents served two terms but the two Adamses.

Jefferson and Burr had equal votes for President, the wrangle over the decision produced the 12th amendment.

Note the order of Admission of the States. Why?

XII.

IV. Jas. Madison—"The True Republican"—1809–17.

Issue—Free Trade and Sailors' Rights—Embargo and Non Intercourse laws. (War or no War).

1814—1. Hartford convention—Death of Federal Party.

2. Bank Re-chartered.

3. Louisiana, Indiana. (5 6)

4. The War of 1812.

The cause—Impressment of American Seamen–(6,000 sailors had been forced into British navy).

England Harassed U. S. Commerce—(900 American vessels had been captured).

England's relation to N. W. Territory, (inciting Indians—holding claims).

Note. 1st Half—A failure on land—Politicians as officers, 1812 and 13—A success on sea.

2nd. Half—A success—Trained officers, 1813 and 14.

4 Campaigns—N. W., N., Coast., S. W.

Events—N. W. *Hull* surrenders Detroit—(Brock).

Harrison defeated at River Raisin—(Proctor).

Perry victorious on L. Erie takes Harrison over to the Thames and he defeats British and kills Tecumseh.

N. Lewiston, York, etc., a failure till, Brown, Scott and Ripley at Lundy's Lane and Fort Erie turn the tables.

McDonough's victory on Champlain closes the Campaign.

Coast—Privateering on N. E. coast.

Washington burned—(Cockburn).

Baltimore saved—"Star Spangled Banner," (F. S. Key).

S. W. Creek War, Ft. Mims.

Pensacola and Florida.

New Orleans—Jackson—Packenham.

Treaty of Peace, *1814 Dec. 24.* N. Orleans, Jan. 8, 1815.

Established our Navy—Increased our Manufacturing.

Results—Gained the Respect of the World, and self-respect—N. W. territory secured.

Note—England had 1,000 vessels at first.
America had 12 vessels at first. Americans gained 12 of 15 duels.
Each lost about 1,700 vessels. Lawrence, Perry, McDonough.

On an outline map trace the territorial claims at the close of the War of 1812.

By colored crayon show on an outline map the order in which the states were admitted into the Union until 1820.

XIII.

V. JAMES MONROE—"The poor, but spotless President," 1817–1825

Issue, none—"Era of good feeling"—Federal Party killed by Hartford Convention, hence but one party.

1. *Florida Purchase* (Jackson, Seminoles, 1812 War, $5,000,000). Slavery—Our claims on Texas.

2. MISSOURI COMPROMISE (36 deg., 30 min.—Mo., Slave—Henry Clay—Mason and Dixon line). La. purchase. Maine

3. MONROE DOCTRINE. (S. Am. Republics—Maximillian, 1867—Panama Canal).

La Fayette, Bunkerhill Monument, *Protective Tariff.*

7 8 9 10 11

Mississippi, Illinois, Alabama, Maine, Missouri.

XI. J. Q. ADAMS—"The Old Man Eloquent," 1825–1829.

Issue—"Scrub race for the Presidency," by Republican Candidates, because but one Party.

1. THE AMERICAN SYSTEM. *Protective Tariff.* Democratic South, National Republicans, North.

Internal Improvements, Erie Canal, Rail Roads—Locomotives.

July 4, 1826, Jefferson and Jno. Adams die.

The Republican Party was Conceived in this administration.

VII. ANDREW JACKSON—"Old Hickory"—"The Fighting President"—1829–1837.

Issue—The American System—TARIFF—Democratic Party. National Republican.

1. Rotation in office "To the victor belongs the spoils," Civil Service.

2. NULLIFICATION—Tariff—Calhoun—"By the Eternal I'll hang the last one of them." Compromise Tariff—*Secession.*

3. Bank or no Bank—Veto, Removal of deposit, Wild Cat Banking in the next Administration.

4. Abolition Party—Garrison.

5. Washingtonian Movement—Temperance—Indian troubles (Ind. Territory 1834).

12 13

6. Arkansas, Michigan, 1837.

Note—*a* The Impulse given to Internal Improvements by J. Q. Adams's administration was felt exceedingly in Jackson's—Anthracite Coal, Screw Propeller, Colts revolver, McCormick's Reaper, etc., etc.

b Jackson's opposition to U. S. Bank, Civil Service, American System, Nullification, State Rights produced the WHIG PARTY opposed to a Tyrant. As in England, so here.

Webster, Calhoun, Clay—(Trouble with France),

VIII. MARTIN VAN VUREN—"The Shrewd Statesman," 1837–41.
Jackson's friend, as Jno. Adams was Washington's–Continued J's policy.

Issue—Jackson or not—Democrats, Whigs—Anti Jackson Democrats, Anti Slave and Tariff Republicans.

Panic of '37—"Wild Cat Banks.

1837. 1. SUB TREASURY SYSTEM—Repeated by Harrison '41—Re-established by Polk '46, is still in force.

2. *Abolition Petitions Rejected*—Abolition movement—Riots—Death of Lovejoy at Alton.

3. Mormons—(Jo. Smith, Mo., Ill., Utah).
Maine boundary (Scott)—Canada Rebellion.

IX. WM. H. HARRISON—Hero of Tippecanoe—Whig Republican.
Jno. Tyler—1st. Accidental President—Whig Democrat, 1847–'49.
"Tippecanoe and Tyler Too"—Hard Cider Campaign.
Issue—Finance of the Country.
Death of Harrison.

1. ELECTRIC TELEGRAPH, F. B. Morse.

2. TEXAS ANNEXED—14 Texas, Mexican Province—Our Claim given up in 1817 as part pay for Fla. Yet, 1836 we gave Austin a grant of the territory—David Crocket, Sam. Houston, SLAVERY—Election issue.

3. Florida.
Treaty with England—Criminal law, North boundary line, Anti-rent troubles, N. Y. (Patroon Gov't).

X. JAS. K. POLK—"The young Hickory of the Democracy"—1845–'49.
First election returns sent by *Telegraph*.
Democrats—Pro. Slavery.
Whigs—Compromise.
Issue—Annexation of Texas—Abolitionists—Anti Slavery—Balance of power gave the Democrats N. Y. and the election.

1846. MEXICAN WAR.
Causes—Boundary of Texas—Neuces, Rio Grande.
Slavery.
Events—Rio Grande—Taylor.
New Mexico—Kearney.
California—Fremont, Sloate and Stockton.
Vera Cruz to City of Mexico—Scott.
Results—Treaty of Guadalupe—Mexican Cession, $15,000,000 plus $3,000,000.
Wilmot Proviso.
Free Soil Party.

15 16 17
1845. Texas, Iowa, Wisconsin.
Oregon Country—"Fifty-Four, Forty or Fight."
Gold in California, '49.

XI. Zachary Taylor—"Old Rough and Ready," 1849–53.

Millard Fillmore—Second Accidental President.

Issue—"Slavery in the Territories"—but both Dem. and Whigs dodged the question, and Free Soilers gave N. Y. and the Election to the Whigs.

1. Death of Taylor.

2. Compromise of 1850 or "Omnibus Bill"—
   1 California No Slaves.
   2 Texas $10,000,000 for claims on N. M.
   3 Question of Slavery in rest of Mexican Cession left open (Clay).
   4 No Slave *Market* in D. C.
   5 Fugitive Slave Law.

The turning point in the *Question of Slavery*.

3. Maine Law—(Temperance).

4. California—18 Pacific R. R. "The Negro is property,"

Note—*a* The Whig Party refusing to assume *Slave* issue, splits and lines become definitely drawn, North and South—*Slavery* or no *Slavery*.
b Several old leaders die—Clay, Webster, Calhoun, etc., and their places are taken by men more pronounced on the question of Slavery—Sumner, Chase, Seward, Jefferson Davis, etc.

XII. Franklin Pierce—"The Yankee President," 1853–1857.

Issue—*Slavery* (Fugitive Slave Law)—
Democrats—Slavery.
Whigs—Compromise—"Know-nothings."
Free Soilers—Anti Slavery.

Kansas Nebraska Act—Assault on Sumner. "Squatter Sovereignty"—Kansas War, Jno. Brown—Mo. Compromise—Douglas—Thus breaking faith, the future promised no security—This bill produced the "Anti Nebraska Men," and then the Republican Party—No Slavery.

Japan opened 1854, Com. Perry.

Note—Slavery had split political parties, religious denominations N. and S., and now is to split the Nation. Desperate for more Slave territory, by filibustering and Ostend Circular it reaches after the West Indies (Buchanan) if not for central America (W. Walker)

XIII. James Buchanan—"The Bachelor President," 1853–1861.

Issue—Slavery (Kansas Nebraska Act)—Democrat—Laws.
Republican—No Laws.
"Knownothings,"

1851 1. Dred Scott Decision (Taney) —"Negroes are cattle."

2. '59 John Brown's Raid (Harpers Ferry)—Fear of Negro Riots in the South.

3. '60 Lincoln Elected Nov.

4. Secession—S. C. Dec. 20—Six more States in '61, Jan. and Feb.—Four border States in May and June—Confederate States—J. Davis—A. H. Stephens, *Star of the West fired on Jan. 9, '61.*

19
5. Kansas—Atlantic Cable—(Cyrus W. Field)—Mormon trouble.

Note—The Southern conventions appointed by the *people* now *without asking permission of the people* sent delegates to Montgomery, Ala. and the delegates there formed a new Government—Confederate States of America—Elected Pres. and Vice-President, adopted a Constitution and Flag and took steps to form an Army and Navy. Thus the *voters* of Six States Feb. 4, without having a word to say in the matter, were made subjects of an Illegal Gov't., Stephens for instance was speaking *against Secession* 90 days before.

XIV.

SLAVERY QUESTION.

1619—Introduced into Jamestown—Now 100 years old in Spanish and Portugese America, and 50 years old in the W. Indies.

1628—Introduced into New York and '30 into Mass.

1660-1676—Opposed by Colonies, Enforced by England—See Negro and White Slavery.

1671—Accepted as State Policy by S. C.—Gov. Yeamans.

1741—Negro Riots in N. Y.

1774—In the Continental Congress the South struck out Slavery as one of the grievances to be redressed. All the Colonies agreed to stop *Slave Trade.*

1776—Struck out of Declaration of Independence by the South, Slavery existed in *all* Colonies till 1780.

1784—No Slavery in S. W. Territory. Lost by one vote from N. Y.

1787—Ordinance of '87—No Slavery in N. W. Territory. In discussing Constitution S. C. and Ga., said "No Slave no Union."

1788—And the Compromise was no *Foreign Slave Trade after 20 years.*

1790-1820—Laws passed against Slavery by all Colonies North of Mason and Dixon line.

1793—Cotton Gin—(Eli Whitney of *Mass*).

1803—Louisiana Purchase—No disturbance of *Domestic Relation.*

1808—Foreign Slave Trade ceases—Declared Piracy in 1820.

1819—Florida bought of Spain, and claim to Texas given up.

1829—Compromise.

1831—Abolition Movement—Wm. Loyd Garrison '37 Alton Riot—Lovejoy, '38 Abolition Petitions Refused, and 1840 Abolition Party.

1845—Texas annexed with privilege of slaves—Mexico killed Slavery 20 years before in the Territory. See La.

1846—Mexican War and Cession—Wilmot Proviso—"Free Soilers."

1850—Omnibus Bill—Compromise of 1850—Local Option in Territory. Fugitive Slave Law.

1854—Kansas and Nebraska Act—Kansas Struggle, '55-60. Ostend Circular, W. Walker.

(Republican Party). (S. kept Ks. out till after Lincoln's election).

1857—Dred Scott Decision (Taney).

This was anticipated in Buchanan's Inaugural.

1859—John Brown's Raid.

1860—Lincoln Elected Nov.—*Secession*, Dec. 20, June 1861.

Confederacy, Feb. 4, 1861. REBELLION.

1893—Emancipation Proclamation---Not a war Issue, Jan. 1.

1865-1869—Amendments XIII, XIV and XV.

Reconstruction.

REFERENCE BOOKS.

I. A List of Books that cover the special references on page 6 for the first three grades.

These books may be used for other grades also and make a very good beginning for an Historical Library.

Hale's Stories of Discovery, Robert Brothers, Boston	$1 00
Moore's Pilgrims and Puritans, Ginn Co., Chicago	60
Johonnot's Stories of our Country, American Book Co., Chicago	
Grand Fathers Stories	27
Stories of Heroic Deeds	30
Stories of Our Country	40
Watson's The Boston Tea Party, Lee & Shepard, Boston	35
Blaisdell's Stories of the Civil War, Lee & Shepard, Boston	35
Monroe's Stories of Our Country, Lee & Shepard. Boston	35?
Pratt's American History Stories, Educational Publishing Co., Chicago, Four volumes at 36 cents	1 44
Eggleston's First Book in American History, American Book Co., Chicago	60
Total	$5 66

II. A List of Books which with the above list will furnish References and Supplementary Reading for the first seven grades.

Dodge's Stories of American History, Lee & Shepard, Boston	30
Gillman's Historical Readers, Vol. I, 0.36; Vol. II, 0.48; Vol. III, 0 60.	1 44
Scudder's Short History of United States, Taintor Bros. & Co. N. Y.	60
Abernethy's Autibiography of Franklin, Effingham Maynard & Co., N. Y.	30
Higgin,s Young Folks' History of American Explorers, Lee & Shepard, Boston	1 20
This book contains eight papers of the Young Folks' Series.	
Historical Classic Reading, Effingham Maynard & Co., N. Y., 10 at 12 cents each	1 20
Total	5 04

Every school in the county should be supplied with List I, at least. By an effort on the part of the teacher and a few of the interested patrons many of the schools will be able to supply themselves with both List I and II.

These books will form a nucleus for an Historical Library in the district which may be added to from time to time by the proceeds from school entertainments; a library which must prove of inestimable value to pupils and parents alike.

These books may be secured through the Commissioner at a cost considerably less than the retail prices quoted here.

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